DOCUMENT RESUME

ED 068 940 CS 200 179

TITLE	Cooperative Business Education - 7725 (Reinforcing Knowledge of Grammar): Department 48 - Course 7725.08.
INSTITUTION	Dade County Public Schools, Miami, Fla.
PUB DATE	71
NOTE	29p.; An Authorized Course of Instruction for the Quinmester Program
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Business Education; *Communication Skills; Cooperative Education; *Curriculum Guides; *Grammar; High Schools; Teaching Guides; Writing Skills
IDENTIFIERS	*Quinmester Program

ABSTRACT

The essential elements of grammar required to write business letters, memorandums, and reports are covered in this quinmester course. The course consists of a complete grammar review and the learning of proofreading skills for students in the Cooperative Business Education program in Dade County High Schools. Instruction techniques include group discussions, lectures, exercises and reports to be done in class, and the use of audiovisual aids. (RS)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

COOPERATIVE BUSINESS EDUCATION - 7725
(Reinforcing Knowledge of Grammar)

Department 48 - Course 7725.08

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CS 200 179

DADE COUNTY PUBLIC SCHOOLS
DIVISION OF INSTRUCTION • 1971

ED 068940

DADE COUNTY PUBLIC SCHOOLS

1410 NORTHEAST SECOND AVENUE

MIAMI, FLORIDA 33132

Course Outline

COOPERATIVE BUSINESS EDUCATION - 7725
(Reinforcing Knowledge of Grammar)

Department 48 - Course 7725.08

the division of

VOCATIONAL, TECHNICAL AND ADULT EDUCATION

DADE COUNTY SCHOOL BOARD

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Dade County Public Schools
Miami, Florida 33132

Published by the Dade County School Board

COURSE DESCRIPTION

7725	48	7725.08	Reinforcing Knowledge of Grammar
State Category	County Dept. Number	County Course Number	Course Title

This is a basic course for one quinmester to complete grammar review and to build a vocabulary relating to personality development, office relationships, job finding and job success.

Indicators of Success: Applicants must have applied and been accepted in the Cooperative Business Education program and completed "Developing the Art of Communication", Course Number 7725.07, satisfactorily.

PREFACE

The following quinmester course outline has been prepared as a guide to help the students thoroughly understand the framework of English giving them a background sufficient to be able to overcome their inadequacies of speaking and writing.

The pressing need in the business office for competent employees and the opportunities opening up for women executives make a knowledge of grammar extremely important. Success as a business worker will depend upon how well one can express, orally or on paper, facts and ideas.

This outline content covers the essential elements of grammar required to write business letters, memorandums, and reports. The student entering the business world needs to review the sentence, verbs, nouns, pronouns, adjectives, adverbs, prepositions and conjunctions. This course outline is intended to review each aspect necessary to reinforce grammar principles and to build proofreading skill which is necessary for each business employee.

The course is written for one quinmester that allows for 45 hours of instruction. The course outline consists of eleven blocks of instruction. The classroom instruction includes group discussions, lectures, exercises and reports to be done immediately in class after presentation of principles, and the use of audiovisual aids.

Students who have applied and been accepted in the Cooperative Business Education program and successfully completed Course #7725.07, "Developing the Art of Communication", should be admitted to this course.

This outline was developed through the cooperative efforts of the instructional and supervisory personnel, the quinmester advisory committee, and the Vocational Teacher Education Service; it has been approved by the Dade County Vocational Curriculum Committee.

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with Suggested Hourly Breakdown

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	Compound Nouns	1
	Possessive Forms of Nouns	1
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	Predicate Agreement with Simple Subject	2
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VI.	ADJECTIVES (5 hours)	
	Comparison of Adjectives	2
	Compound Adjectives	2
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VII.	ADVERBS (5 hours)	
	Kinds of Adverbs	2
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	Confusion with Adjectives	2

VIII. PREPOSITIONS (3 hours)
Necessary Prepositions for Certain Words 2
Preposition Pitfalls 2
Misunderstanding of Usage 2

IX. CONJUNCTIONS (3 hours)
Coordinate 2
Correlative 2
Subordinate 2
Conjunction Pitfalls 2

X. VOCABULARY (7 hours)
Personality Development 3
Office Relationships 3
Job Finding and Job Success 3

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GOALS

The Cooperative Business Education student, upon completion of this course, must be able to demonstrate:

1. The ability to write business letters applying acceptable grammar usage.

2. The ability to apply acceptable grammar principles in writing memorandums, telegrams, messages and reports.

3. The ability to set up written communications of all types in a pattern acceptable in our business society.

4. The ability to attain variety in grammar usage to enhance business relationships.

5. Knowledge and understanding of a vocabulary relevant to job finding and job success.

SPECIFIC BLOCK OBJECTIVES

BLOCK I - LANGUAGE FRAMEWORK

The student must be able to:

1. Define the communicator's framework of expression.
2. List several needs for having a solid framework of grammar in order to communicate meaningfully.
3. Demonstrate an understanding of language by indicating beside a group of sentences that are both correctly and incorrectly constructed whether they are correct or incorrect.
4. Demonstrate his present framework of language or lack of it by the following:
   a. Given a business letter, a report and minutes of a meeting, re-write and make corrections to strengthen the structure.
   b. Given a list of words incorrectly spelled, write them giving the correct spelling.
   c. Given a list of frequently used words, write a short definition of each.
   d. Given partial words not including the prefix or the suffix, supply the missing part of the word.

BLOCK II - THE SENTENCE

The student must be able to:

1. State, in writing, a brief definition of a sentence.
2. List, in writing, the principal parts of a sentence.
3. Demonstrate an understanding of sentence structure by writing several correctly structured sentences.
4. List, in writing, the various types of sentences and give an example of each.
5. State, in writing, the rules that will insure effective mastery of basic sentence essentials, and give examples.

BLOCK III - VERBS

The student must be able to:

1. Given a list of sentences, determine if the verb is missing, and supply one in writing where needed.
2. Given a list of sentences, make a list of the main verbs and a list of the helping verbs.
3. List the principal parts of a verb.
4. Demonstrate by using in a sentence, the six tenses formed by the three parts of the verb.

5. Show a knowledge and understanding of regular and irregular verbs by underlining each type in a list of sentences.
6. Demonstrate an understanding of infinitives by rewording sentences to avoid splitting the infinitive.

BLOCK IV - NOUNS AND PRONOUNS

The student must be able to:

1. Demonstrate a knowledge of plural endings for nouns.
2. Given a group of sentences, the student will select the singular or plural noun that correctly completes the sentence.
3. Re-write a list of sentences, showing the possessive form of nouns and pronouns.
4. Demonstrate a knowledge of the gerund by underlining it in a group of sentences.
5. Show a knowledge and understanding of the nominative and objective forms of the pronoun by correcting a group of sentences.

BLOCK V - SUBJECT AND PREDICATE AGREEMENT

The student must be able to:

1. Demonstrate a knowledge and understanding of subject and predicate agreement in number and person with a simple subject.
2. State, in writing, the rules governing the specific agreement principles with a simple subject.
3. List the correct verbs for sentences with collective nouns.
4. List rules for predicate agreement with compound subject.

BLOCK VI - ADJECTIVES

The student must be able to:

1. Define the adjective and state its use.
2. State, in writing, the two general types of adjectives.
3. Take a list of sentences and select the correct forms of adjectives used in comparison.
4. List a number of adjective pitfalls and state how they can be avoided.

BLOCK VII - ADVERBS

The student must be able to:

1. Give a definition of an adverb and its usage.
2. List kinds of adverbs.

3. Show, in writing, adverb pitfalls and how they can be avoided.
4. Demonstrate a knowledge and understanding of adverb and adjective confusion by correcting a group of sentences.

BLOCK VIII - PREPOSITIONS

The student must be able to:

1. Define a preposition and give an example of its use.
2. Make lists of errors in preposition usage in groups of sentences.
3. State, in writing, a number of troublesome prepositions and how to avoid a problem with them.
4. Demonstrate a knowledge and understanding of the use of the preposition by correcting a group of sentences.

BLOCK IX - CONJUNCTIONS

The student must be able to:

1. Define a conjunction.
2. List the types of conjunctions.
3. Show a knowledge and understanding of parallel structure by correcting a group of sentences.
4. Demonstrate the ability to use correlative conjunctions by writing examples.

BLOCK X - VOCABULARY

The student must be able to:

1. Define words commonly used in studying personality development and office relationships.
2. Show an understanding of finding a job by preparing a job application and a resume.
3. Apply for a position of interest in a role-playing situation.
4. Demonstrate the ability to correctly spell words associated with job finding and job success.

Course Outline

COOPERATIVE BUSINESS EDUCATION - 7725
(Reinforcing Knowledge of Grammar)

Department 48 - Course 7725.08

I. LANGUAGE FRAMEWORK

A. Framework of Language - Grammar

B. Framework - meaningful communication

II. THE SENTENCE

A. Definition

B. Principal Parts of Sentence

C. Types of Sentences

III. VERBS

A. Definition

B. Principal Parts of Verbs

C. Troublesome Verbs

IV. NOUNS AND PRONOUNS

A. Plural Endings of Nouns
   1. Most common and least common
   2. Tricky plurals
   3. Nouns with two plurals

B. Compound Nouns

C. Possessive Forms of Nouns and Pronouns
   1. Apostrophe usage
   2. Personal pronoun possessives
   3. Possessive before a gerund

D. Nominative and Objective Forms of Pronouns

V. SUBJECT AND PREDICATE AGREEMENT

A. Predicate Agreement with Simple Subject
   1. General principle
   2. Specific principle

B. Predicate Agreement with Compound Subject

VI. ADJECTIVES

A. Comparison of Adjectives

B. Compound Adjectives

C. Pitfalls with Adjectives

VII. ADVERBS

A. Kinds of Adverbs

B. Adverb Pitfalls

C. Confusion with Adjectives

VIII. PREPOSITIONS

A. Necessary Prepositions for Certain Words

B. Preposition Pitfalls

C. Misunderstanding of Usage

IX. CONJUNCTIONS

A. Coordinate

B. Correlative

C. Subordinate

D. Conjunction Pitfalls

X. VOCABULARY

A. Personality Development
   1. Vocabulary commonly used
   2. Definition
   3. Spelling

B. Office Relationships
   1. Vocabulary
   2. Definition
   3. Spelling

C. Job Finding and Job Success
   1. Job application
   2. Data sheet
   3. Resume
   4. Special vocabulary

XI. QUINMESTER POST-TEST

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APPENDIX

Quinmester Post-Test Sample

POST-TEST

I. INSTRUCTIONS: In some of the following sentences, the framework is weakened by an incorrectly used part of speech. Find the weakness in each of those sentences; then, in the answer column, write the necessary correction. If the framework is satisfactory, write "OK".

1. Where were you at when Mr. Jones called? ____
2. Everyone of them went to New York with the band. ____
3. Do you plan to visit the school? ____
4. The school architect submitted his blue prints. ____
5. There is many different materials that you may choose. ____
6. Tom set on the piano stool and began to play the piano. ____
7. What did you think of him being given the award. ____
8. Who's home is across the street from Mary Jones? ____
9. Don't we have no more drinks for the campers? ____
10. How many of those are yours? ____

- - - - -

II. INSTRUCTIONS: Indicate in the space provided by marking "C" if the statement is a complete sentence, if it is incomplete mark "U".

1. As you are well aware from previous attempts at collection. ____
2. Forced by a combination of circumstances. ____
3. All the typists in our office prefer the liquid-type cleaner. ____
4. Have you an extra eraser? ____
5. Seeing the eraser on the floor. ____
6. While Mr. Jayne is on vacation. ____
7. Because we write and speak almost every minute of the day. ____

8. Our problem can be solved by a management consultant. ____

9. Where she is very happy. ____

10. She wishes she could work there all the time. ____

- - - - -

III. INSTRUCTIONS: Underline the simple or the compound subject of the sentence. On the line beside the sentence, write the complete subject.

1. Your close attention to business will be rewarded. _____

2. An uneven typing touch or inferior carbon paper may account for the poor appearance of the copies. _____

3. Superior intelligence and good work habits are a winning combination. _____

4. Neither Mr. Johns nor Mr. Larsen is available for appointments. _____

5. The business executive, together with the persons he supervises, is responsible for keeping overhead to a minimum. _____

- - - - -

IV. INSTRUCTIONS: For each statement containing a verb or verb phrase, write the verb or verb phrase in the answer column; circle the main verb in any verb phrase. Supply an appropriate verb or verb phrase for any statement that does not contain one.

1. The carton must have been dropped on the floor. _____

2. The credit department _____ the customer to pay his bill. _____

3. Shoes with flat heels may be more comfortable. _____

4. That retired bank president _____ no hobbies. _____

5. How many times have you checked those figures? _____

V. INSTRUCTIONS: Write the plural form of each of these nouns in the space provided.

1. valley _____
2. echo _____
3. index (book) _____
4. Adams the _____
5. turkey _____

- - - - -

VI. INSTRUCTIONS: Underline the word or words that are incorrect in each of the following sentences. Write your corrections in the answer column. If the sentence is correct, write "OK".

1. The boy's noses were reddened by the March wind. _____
2. Nobody realizes the full extent of a secretary's duties. _____
3. Please take there plates when their finished. _____
4. Has the Stewart's foyer been enlarged? _____
5. The editor's in chief reason for resigning is a secret. _____

- - - - -

VII. INSTRUCTIONS: Underline any incorrect pronouns in each of the following sentences and write the corrections in the answer column. Write "OK" for each correct sentence.

1. Beginning employees like Robert and he need advice. _____
2. You would not yearn to be he if you had to bear his burdens. _____
3. Could it be her who became the famous mathematician? _____
4. The winning candidates surely ought to be them. _____
5. Special training is given to we engineering secretaries. _____

VIII. INSTRUCTIONS: Underline any errors in predicate agreement in each of the following sentences. Then list the correct terms in the answer column. If there are no errors, write "OK" in the answer column.

1. Mr. Byrd, with his wife and son, have gone to Arizona. _____

2. The audience was wiping their eyes. _____

3. Who the next superintendent will be is a complete mystery. _____

4. Mr. Abbey, together with his three daughters, are going abroad on a business trip. _____

5. In the front of the furnace is two doors that shut automatically. _____

- - - - -

IX. INSTRUCTIONS: In the answer column, circle the letter preceding the word that correctly completes each sentence. Then write the word in the space within the sentence.

1. Which side of the account is _____, the debit or the credit?
   a. all
   b. all other

2. Which of your employees is the _____?
   a. larger
   b. largest

3. Compared with San Francisco, Chicago has _____ sales.
   a. more
   b. most

4. She produced more letters than _____ stenographer.
   a. any
   b. any other

5. This _____ manual will be your style guide.
   a. up to date
   b. up-to-date

- - - - -

X. INSTRUCTIONS: At the right, circle the letter preceding the word that correctly completes the sentence. Write the word in the space provided within the sentence.

1. It will be _____ to complete the report by ten o'clock.
   a. easy
   b. easier

2. He approached the group in a _____ manner.
   a. belligerent
   b. belligerently

3. The new office girl produces _____ more work than the previous one.
   a. some
   b. somewhat

4. I thought Joan looked _____ well today.
   a. real
   b. really

5. _____ everyone came to the dinner we gave in our president's honor.
   a. most
   b. almost

- - - - -

XI. INSTRUCTIONS: Circle the letter preceding the word that correctly completes the sentence. Write the word in the space provided within the sentence.

1. The total debits should be identical _____ the total credits.
   a. to
   b. with

2. Mr. Reilly's appointment is retroactive _____ June 1st.
   a. from
   b. to

3. The file _____ my desk is the one to be moved.
   a. beside
   b. besides

4. We parted _____ the other girls at the elevators.
   a. with
   b. from

5. _____ whom was the secretary angry?
   a. At
   b. With

- - - - -

XII. INSTRUCTIONS: Of the following pairs of sentences, one sentence violates parallel structure and the other does not. Select the sentence that does not and, in the answer column, circle the letter that identifies it.

1. a. I expected him to be angry and to reprimand her. — a b
   b. I expected him to be angry and that he would scold her.

2. a. Be sure that all corrections appear not only on the originals but also that all carbons are correct, too. — a b
   b. Be sure that all corrections appear not only on the original but also on all carbons.

3. a. Good typing is one thing, but sharp stencil cutting is quite another. — a b
   b. Good typing is one thing, but to cut a stencil is quite another.

4. a. Not only had the office been cleaned but also freshly painted. a b
   b. The office had been not only cleaned but also freshly painted.

5. a. In the fall, is your home well heated and with plenty of ventilation? a b
   b. In the fall, is your home well heated and well ventilated?

KEY TO POST-TEST

I.
1. omit at
2. Every one
3. OK
4. blueprints (one word)
5. are
6. sat
7. his
8. whose
9. any
10. OK

II.
1. U
2. U
3. C
4. C
5. U
6. U
7. U
8. C
9. U
10. C

III.

1.	attention	Your close attention to business
2.	touch carbon paper	An uneven typing touch or inferior carbon paper

	3.	intelligence work habits	Superior intelligence and good work habits
	4.	Mr. Johns nor Mr. Larsen	Neither Mr. Johns nor Mr. Larsen
	5.	executive	The business executive, together with the persons he supervises,

IV. 1. must have been dropped

2. asked

3. may be

4. has

5. have checked

V.	1.	valley	valleys
	2.	echo	echoes
	3.	index (book)	indexes
	4.	Adams	the Adamses
	5.	turkey	turkeys

VI. 1. boys'

2. OK

3. their; they're

4. Stewarts'

5. editor-in-chief's

VII. 1. him

2. OK

3. she

4. they

5. us

VIII. 1. has

2. were

3. OK

4. is

5. are

IX. 1. Circle a larger

2. Circle a most trustworthy

3. Circle a more

4. Circle b any other

5. Circle b up-to-date

X. 1. Circle a easy

2. Circle a belligerent

3. Circle b somewhat

4. Circle b really

5. Circle b Almost

XI. 1. Circle b with

2. Circle b to

3. Circle a beside

4. Circle b from

5. Circle b With

XII. 1. Circle a

2. Circle b

3. Circle a

4. Circle b

5. Circle b